

# Science Overview – Living things and their habitats

Year 6

Spring 1

**Key Question: How do the decisions people make shape a society?**

## National Curriculum

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

## SUBSTANTIVE KNOWLEDGE

- Know that micro-organisms, plants, and animals are different groups of living things.
- Know that plants, animals and microorganisms can be classified according to observable characteristics
- Know that plants, animals and microorganisms can be classified based on similarities and differences
- Know that scientists classify living things to help identify, organise and understand them.
- Know that classification systems, such as the Linnaean system, help group living things in a logical way.
- Know who Karl Linnaeus was and what he was famous for.

**Key words:**

**Classify**  
**Species**  
**Microorganism**

**Vocabulary:**

characteristics, classification key, bacteria, virus, microscope, species, organism

**Working Scientifically**

- Use results to plan further comparative tests.

**Enquiry type to cover and enquiry question**

**Pattern seeking (enquiry type)**  
Do all flowers have the same number of petals?

**Learning Milestones /Assessment**

- I can...
- Suggest ways in which animals, plants and organisms could be grouped.
  - Say who Carl Linnaeus is and describe his work.
  - Use a key to sort animals.
  - Say what a microorganism is and name some.
  - Describe a useful way of using bacteria.